Grant proposal #: _____

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Classroom Innovation in Mathematics Grant Rubric
100 total points

Grant Proposal #: _____   **Score:** _____/100

Section	Score
Software Choice and Rationale	____/30
Professional Development	____/20
Implementation Plan: Digital Content	____/20
Implementation Plan: Interactive Whiteboards	____/4
Implementation Plan: Online Assessments	____/12
Quantitative Measures	____/14
Total Score	____/100

Any criteria listed in the rubric that is not found in the correct section should be scored as missing.

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Software Choice and Rationale (30 Points)

Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.

	0 point (Poor or missing)	3 points (Moderate)	6 points (Strong)	Points Awarded
Program Alignment with Purpose of Grant: Innovative Instruction	• No indication that the software chosen provides innovative methods for instruction.	• Some indication that the software chosen provides innovative methods for instruction.	• LEA has chosen software that will allow for teachers to use innovative instructional strategies to foster strong mathematical gains. The software represents a significant break from the traditional textbook.	
Program Alignment with Purpose of Grant: Teacher Support	• No indication that the software provides extensive teacher support.	• Some indication that the software provides extensive teacher support.	• LEA has chosen software that has extensive teacher support and addresses gaps in content and pedagogical knowledge. Model lesson plans, vocabulary support, and content knowledge reinforcement accompany each module.	
Program Alignment with Purpose of Grant: Assessment	• No indication that the assessment component aligns with the purpose of the grant.	• Some indication that the assessment component aligns with the purpose of the grant.	• LEA has chosen software that includes a robust assessment system that can be used to identify gaps in student understanding. Assessments are completed online, graded automatically, and provide meaningful, disaggregated feedback to the teacher.	
Program Alignment with Student Needs	• No indication that the software choice will address the learning needs of *all* students.	• Some indication that the software choice will address the learning needs of *all* students.	• LEA has identified the specific needs of its students and has identified specific ways that this software choice will address those needs. The software should address student differences in regards to gender, race, physical needs, learning needs, language acquisition, and mathematics achievement.	
Program Alignment with Teacher Needs	• No indication that the software choice will address the learning needs of *all* teachers.	• Some indication that the software choice will address the learning needs of *all* teachers.	• LEA has identified the specific needs of its teachers and has identified specific ways that this software choice will address those needs. The software should address teacher differences in technological knowledge, teaching styles, and content knowledge.	
			Total Score for *Software Choice and Rationale*:	**/30**

Professional Development (20 Points)

Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
Intent to Address Technological Needs of Teachers	• No indication that the LEA has identified technological needs of teachers or developed a plan to address gaps.	• Some indication that the LEA has identified technological needs of teachers and has developed a plan to address gaps.	• LEA has identified the specific gaps that exist between the expectations of the digital content and the technological skill level of the teachers. A specific plan exists to allow these gaps to be closed before the beginning of the school year.	
Intent to Address Instructional Needs of Teachers	• No indication that the LEA has identified instructional needs of teachers or developed a plan to address gaps.	• Some indication that the LEA has identified instructional needs of teachers and has developed a plan to address gaps.	• LEA has identified the specific gaps that exist between the expectations of the digital content and the current instructional practices of the teachers. A specific plan exists to allow these gaps to be closed before the beginning of the school year.	
Intent to Address Content Knowledge Needs of Teachers	• No indication that the LEA has identified content knowledge needs of teachers or developed a plan to address gaps.	• Some indication that the LEA has identified content knowledge needs of teachers and has developed a plan to address gaps.	• LEA has identified the specific gaps that exist between the expectations of the digital content and the current content knowledge of the teachers. A specific plan exists to allow these gaps to be closed before the beginning of the school year.	
Professional Development Timeline	• No indication that the LEA has a schedule for professional development opportunities for teachers.	• Some indication that the LEA has a schedule for professional development opportunities for teachers.	• The LEA has outlined a specific schedule for ensuring that teachers receive professional development during the summer, and also continuously during the school year.	
Roles and Responsibilities	• No indication that appropriate roles and responsibilities have been assigned to leadership team.	• Some indication that appropriate roles and responsibilities have been assigned to leadership team.	• LEA has identified (and detailed) the appropriate roles and responsibilities for involved staff members. Enough information is provided to ensure that all teachers attend PD opportunities and that accountability will be infused throughout the project.	
Assessing PD Effectiveness *(bonus)*	• The LEA has not included an evaluation plan.	• The LEA has included an evaluation plan.		
Total Score for *Implementation of Digital Content:*				**/20**

Grant proposal #: _____

Implementation Plan – Digital Content (20 Points)

Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines. The narrative should focus on implementing corporation-wide support and monitoring for this initiative. Schools should demonstrate their ability to achieve 80% (minimum) of instruction through digital sources, as well as allow for students to be individually assessed for a minimum of one hour per week in a lab setting.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
Roles and Responsibilities	• No indication that appropriate roles and responsibilities have been assigned to leadership team members.	• Some indication that appropriate roles and responsibilities have been assigned to leadership team members.	• LEA has identified (and detailed) the appropriate roles and responsibilities for involved staff members. The descriptions provide enough information to ensure that accountability will be infused throughout the project.	
Frequency of Observation	• No indication that observation from administration will be frequent.	• Some indication that observation from administration will be frequent.	• LEA has identified a specific schedule for management team members (superintendent, principal, math curriculum director) to observe the implementation and usage of digital curriculum in secondary math classes.	
Frequency of Staff Interactions (PLC, dept. meetings, etc.)	• No indication that staff members will interact frequently to support implementation.	• Some indication that staff members will interact frequently to support implementation.	• LEA has outlined a plan that allows math teachers to interact frequently and support each other in implementing digital curriculum.	
Indications of Fidelity: Digital Content	• No indication that the LEA has the detailed plan in place to ensure 80% of content will be taught through digital means.	• Some indication that the LEA has the detailed plan in place to ensure 80% of content will be taught through digital means.	• The LEA has outlined a specific plan that will ensure that at least 80% of content will be taught through digital means, for all classrooms included in the grant. Digital content should be used as the core curriculum, not as supplemental.	
Indications of Fidelity: Time in Computer Lab	• No indication that the LEA has outlined a plan to ensure that all students receive, at a minimum, one period per week in a lab setting.	• Some indication that the LEA has outlined a plan to ensure that all students receive, at a minimum, one period per week in a lab setting.	• The LEA has outlined a specific plan that will ensure that all students have access to a computer lab for at least one instructional period per week.	
			Total Score for *Implementation of Digital Content*:	**/20**

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Implementation Plan: Online Assessments (12 Points)

Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
Capacity to Administer ECA and Acuity Online	• No indication that the LEA has provided for sufficient capacity to properly administer ECA and Acuity online.	• Some indication that the LEA has provided for sufficient capacity to properly administer ECA and Acuity online.	• LEA has identified any current capacity needs, and these needs have been addressed to allow for increased capacity, if necessary.	
Inclusion of ISTEP+ *(bonus)*	• The LEA has not committed to testing all ISTEP+ mathematics assessments online.	• The LEA has committed to testing all ISTEP+ mathematics assessments online.		
Commitment to Administer Online Assessments	• No indication that LEA has outlined a specific plan for ensuring that all students are able to complete the ECA and Acuity tests online.	• Some indication that LEA has outlined a specific plan for ensuring that all students are able to complete the ECA and Acuity tests online.	• LEA has detailed a specific plan for ensuring that all students will be able to complete the ECA and Acuity tests online. Issues that may arise in testing in a new environment and in testing a large number of students in a short period of time have been identified and addressed as necessary.	
Plan for Training Students to Take Online Assessments	• No indication that the LEA has a detailed plan in place, allowing for students to be successful in an online testing environment.	• Some indication that the LEA has a detailed plan in place, allowing for students to be successful in an online testing environment.	• The LEA has identified specific issues that may arise in testing students in an online environment and has provided a plan that will ensure that students are able to be successful in this environment.	
			Total Score for *Implementation of Digital Content*:	**/12**

Grant proposal #: _____

Implementation Plan: Interactive Whiteboards (4 Points)

Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
Program Alignment with Purpose of Grant	• No indication that the selected hardware and PD plan will enhance the teachers' instructional practices. *A school that has sufficient technology in place and is requesting additional funds would receive no points for this section.*	• Some indication that the selected hardware and PD plan will enhance the teachers' instructional practices. *A school with a strong plan but that includes the full $3500 per teacher without explaining precise costs would receive two points.*	• LEA has identified a cost-effective plan that will provide for one interactive whiteboard (or similar technology) in each mathematics classroom. Additionally, the selected presentation hardware that will integrate with the selected software and allow for innovative instructional methods. The budget provides precise dollar amounts for purchase of white boards. *Schools that currently have sufficient technology in place and are not requesting additional whiteboards should receive full points for this section.*	
			Total Score for *Implementation of Interactive Whiteboards*:	**/4**

Quantitative Measures (14 points)
The following sections are scored using information that is *not* included in the grant narrative.

Cost per student: Calculated by dividing total requested funds (not including Local Share budget) by the total number of students that will be using digital curriculum in the district.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
Cost per student	• The proposal provides a budget that requests a *high* cost per student ratio.	• The proposal provides a budget that requests an *average* cost per student ratio.	• The proposal provides a budget that requests a *low* cost per student ratio. The LEA has identified current capabilities and has requested funds to supplement, not supplant, current funding.	

Reward for Buy-in: Calculated by dividing the total number of schools included in the grant by the total number of secondary schools in the district. 6th grade mathematics classrooms in K-6 elementary schools are eligible for inclusion in the grant, but are not required to be included for full participation.

	0 point (Poor or missing)	2 points (Moderate)	4 points (Strong)	Points Awarded
School involvement across the district	• The proposal includes less than half of eligible schools.	• The proposal includes at least half of eligible schools.	• The proposal includes *all* eligible schools. This includes *all* secondary schools and grade levels (6-Algebra).	

Mathematical Need: Determined using the IDOE Growth Model. Schools that are considered "high growth" are considered to have systems in place that are already addressing mathematical instructional needs, and thus schools with "low growth" are given priority.

	0 points	2 points	4 points	6 points	Points Awarded
Growth Model Data	• School is classified as high achievement, high growth.	• School is classified as low achievement, high growth.	• School is classified as high achievement, low growth.	• School is classified as low achievement, low growth.	

Total Score for *Miscellaneous Information*:	**/14**